

**Prof. Judith A. Hudson**

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Office Hours: Wednesdays, 1:00-2:00 pm and  
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Psychology Child Development Center**

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### What is this course about?

This course is about applying knowledge of child development to working with preschool children in an educational setting. You will learn about children by interacting with them on a weekly basis and integrating your experiences with information about child development presented in class lecture and discussion.

What is the best way to start a conversation with a young child?

How can you teach children to share?

When should you start teaching children how to read?

When can children learn to add and subtract?

How do young children learn to speak English in school if they speak a different language at home?

By the end of this course, you will know the answers to these questions and much more.

### What should you be able to know and do by the end of this course?

- Understand the developmental characteristics of young children from 2 to 5 years.
- Interact with children in ways that promote their language, cognitive, social, and emotional development.
- Plan appropriate learning activities for young children.
- Assess a child's developmental status using standardized assessment materials.
- Teach a class on a given topic on child development.

### NO PRIOR EXPERIENCE, NO PROBLEM!

We assume that you have no prior experience working with young children. We will let you know exactly what your responsibilities are and what is expected of you in the classroom. We will give you training in how to interact with children and how to handle sticky situations. You will become confident in talking to children, initiating activities, and resolving discipline issues.

### What are the course requirements?

- Assist in a preschool classroom 4 hours each week.
- Complete weekly reading assignments
- Attend weekly class discussions.
- Respond to weekly quizzes/reflections on your fieldwork experience and contribute to online forums.
- Submit 3 written assignments:
  1. Classroom observation and reflection.
  2. Activity Center plan.
  3. Developmental assessment of a single child.
- Implement your Activity Center plan.
- In groups of 3-4 students, teach the class about a topic related to preschool children's development.

### HOW DO YOU SCHEDULE FIELDWORK HOURS?

Fieldwork takes place in the Rutgers Psychology Child Development Center.

Sign up for weekly fieldwork hours on Sakai. Shifts are 9am-1pm and 2-6pm, Monday through Friday.

When signing up for hours, you choose a time AND a classroom:

- **TODDLER** (2 year-olds): lower level of Davison Hall on Douglass Campus.
- **PRESCHOOL** (3-year-olds): lower level of IFNH, Cook/Douglass Campus.
- **PRE-K** (4-year-olds): lower level of IFNH, Cook/Douglass Campus.



## Is there a required text?

There is no textbook. You can purchase the Douglass-Psychology Child Study Center Aide Manual for \$5 in class on Sept. 13.

Articles for weekly reading assignments are available on Sakai.

## How are final grades determined?

Final grades will be based on the following criteria:

### Performance in Field Work

Attendance at field work	56 points
Effectiveness	54 points

### Class Attendance and Assignments

Class Attendance	22 points
Online quizzes	40 points
Online forum contributions	6 points
Observation assignment	10 points
Activity Center	22 points
Child Assessment	15 points
Group Presentation	15 points
<b>Total</b>	<b>240 points</b>

## How is fieldwork attendance and effectiveness graded?

Your hours will be recorded when you “clock” in and out of the Center at the beginning and end of each shift.

Effectiveness is determined by classroom teachers based on how well you supervise and interact with the children. You are expected to:

- Arrive promptly and ready to work.
- Maintain a safe environment: be alert to potentially dangerous situations, and respond quickly, calmly, and effectively.
- Fulfill routine responsibilities such as assisting in the arrival and departure of the children, meal preparation, setting up materials for class activities, and cleaning up inside and out.
- Engage children by contributing to the lessons, talking to children, playing with them, and initiating activities.
- Show enthusiasm and a positive attitude.
- Maintain a professional demeanor in all interactions with children, staff, and parents.

A common reason for loss of effectiveness points is failure to focus on and engage the children. Avoid or minimize talk with other fieldworkers during fieldwork.

Comments to children and parents should always be positive. Questions or observations about negative

aspects of children's behavior can be discussed in private with the teacher or during class discussion.

Specific criteria for evaluation are listed on the "Effectiveness Rating" form on Sakai.

You will receive two effectiveness rating scores of up to 27 points, one for the first half of the semester, and one for the second half, for a total of 54 possible points.



## WHAT IF YOU ARE SICK AND CAN'T COME TO FIELD WORK?

**CALL THE CENTER IN ADVANCE** if you cannot come due to illness or emergency so that alternative staffing arrangements can be made. If you cannot call yourself, ask someone to call for you.

- Toddler Classroom – (848) 932-7857
- Preschool Classroom – (848) 932-0264
- Pre-K Classroom – (848) 932-0263

Please provide documentation of medical necessity to make up missed hours.

5 points will be subtracted from your final point total if you fail to show up for a fieldwork session without calling in advance. These points cannot be made up.

## Is class attendance required?

Yes, class attendance is required. This is where you receive the information you need to be effective in the classroom. It fulfills our responsibility to provide training and supervision to all classroom staff.

Do NOT ask anyone to sign for you on the attendance roster. Forgery of a signature is considered cheating and is so treated within University regulations. Forgery of a signature will result in an automatic 10-point deduction and possible disciplinary action.

Use of laptops or pads is not necessary during class and use of cell phones is distracting to you and others. This is the time to engage in discussion. Any Power Point slides that are presented will be available on Sakai for review.

## How do online quizzes and forums work?

Online quizzes are posted each week on Sakai starting the second week of class. You can earn up to 4 points for each quiz. You have 2 weeks to submit your response. Late submissions will receive partial credit.

In the quizzes, you will make connections between the material covered in readings and class presentations and your fieldwork experience. This is to ensure that you have mastered basic knowledge of Center procedures, developmental characteristics and processes, curriculum goals, and effective interaction.

Forum questions are posted several times during the semester. You are often asked to post questions that will be addressed in class by classroom teachers. You earn 2 points for each forum contribution.

## PLANNING AND IMPLEMENTING AN ACTIVITY CENTER

You have the opportunity to plan and implement a learning activity for the children in the classroom where you work.

You will be assigned a date and topic and you will prepare a written activity plan, following the guidelines presented in class on Oct. 4.

Activity plan drafts will be discussed in class on Oct. 11 when you will get feedback from the classroom teacher regarding your activity plan.

Submit your final plan to Sakai by Wednesday, Oct. 17. If you have materials to submit, bring them to class or give them to Jennifer by Oct. 18.

Jennifer Manuola will review plans and return them with comments to Sakai. Your plan must be approved before you can present your activity.



## What are the requirements for the written assignments?

Additional information for all assignments is available on Sakai.

### Observation Assignment

- Observe your classroom for at least 30 minutes between 8:30 am and 12:30 pm or between 3:00 and 5:30 pm when you are not assigned to the classroom.
- Take notes and submit a written report (1000-1200 words) including (a) the activities that occurred during your observation; (b) an assessment of child-child interaction; (c) an assessment of teacher-child interaction; and (d) a discussion of what you learned by observing the classroom "from the outside."

### Child Assessment

- Using the Child Development and Learning Checklist you will assess the developmental level of an individual child in areas of social/emotional, physical, language, and cognitive development.
- Write a developmental summary based on the assessment and submit your summary online to Sakai. You can submit your ratings forms online with your summary or submit a hard copy to me in class.

## What is involved in the Group Presentation?

This is your opportunity, along with 2 or 3 other students, to teach the class on a given topic: Peer Relations, Self Concept, Community & Culture, Preschool Science, Gender Concepts, Time Concepts, and Drawing, Art & Creativity.

You will research the topic and prepare a 30-min Power Point presentation for the class. Presentations cover: 1) Developmental characteristics; 2) How children learn and develop; 3) Data or information gathered from observations and/or interactions with children; 4) Activities, materials, and interactions that support development in this area.

You are encouraged to be creative in your presentations, incorporating video, photographs, artwork, discussion, and exercises to promote class engagement and learning.

One group member will submit the Power Point slides to Sakai by 7pm the day before your presentation. Each group member will submit a Group Evaluation Form evaluating the contributions of all group members, including your self.

## Are there any special forms needed to enroll in the course?

As a licensing requirement, we maintain records on all Center staff. You are considered a Center staff member for this semester, so you need to submit an application form with references and complete an online Protection of Minors training course.

### Fieldwork Student Application Form

This form is available on Sakai. It includes reference forms to be signed by two people who know you well and are not related to you. Friends and roommates can be references; you do not need to contact former employers or teachers.

### Protection of Minors (POM) Training

On or after Sept 14, you will receive an email with the link to the online POM training. The course covers information about recognizing and reporting signs of abuse. There are quizzes throughout. You must complete the POM training by Sept. 28.

## How do you contact the Instructors?

For questions regarding the course structure, class meetings, quizzes and online assignments (excluding the Activity Center Assignment), contact Judith Hudson.

For questions about fieldwork hours, effectiveness, and the Activity Center Assignment, contact Jennifer Manuola.

Please do not contact instructors for due dates, grades or policy information that is available on Sakai.

It may take a couple of days for instructors to respond to email.

## CLASSROOM ORIENTATION SESSIONS - ATTEND ONE SESSION

Friday, Sept. 7, 6:15-7:00 pm OR  
Friday, Sept. 14, 7:30-8:15 am

Sessions take place in the Center classrooms in Davison Hall or the IFNH building. Teachers will orient students to important classroom procedures, where to find essential materials, and how to respond to emergency situations.

Figure out which time works best for your schedule and add the date to your calendar.



## What else do you need to know?

### Security

- Use your RUID card to enter the Center facilities.
- Keep your RUID card with you during fieldwork hours to enter and exit the Center as needed.
- Address access issues to Jennifer Manuola.
- **Do not allow others to enter the Center** with you or behind you. Advise guests and visitors to use the campus phone to call the office for access.

### Confidentiality

Please maintain strict confidentiality regarding the children under your supervision. Information about children should never be discussed outside the Center or the classroom.

### Online assignments and Sakai

Weekly readings, PowerPoint files, handouts and online quizzes are posted on Sakai.

Assignments must be submitted via the Assignment page on Sakai as a Word or PowerPoint document (not a Google doc).

If you do not follow instructions and have to re-submit an assignment after the due date, it will be considered as a late submission and points will be deducted.

### Topics and assignments may be subject to change

Complications frequently occur and changes in topic dates or assignment due dates may be necessary. Please check Sakai for announcements or changes in the course schedule.

### Weather Alerts

If classes are cancelled due to weather conditions (or any other reason), you are not required to come to fieldwork.

If the Center is closed or class is cancelled, an announcement will be posted Sakai and email alerts will be sent to all students.

## SCHEDULE OF CLASS TOPICS AND READINGS

*Schedule subject to change – check Sakai*

Date	Topic	Readings
9/6	Introduction to Class	
9/13	Policies and Procedures Orientation	Student Aide Manual (distributed in class – bring \$5)
9/20	Developmentally Appropriate Practice	Developmentally Appropriate Practice in Early Childhood Programs Creative Curriculum: Organizing Children's Learning
9/27	Discipline	Beyond discipline to guidance Building inner controls Positive Discipline Twenty alternatives to punishment
10/4	Activity Planning	Activity plan template Examples of good lesson plans Reading aloud with children Math games based on children's literature
10/11	Activity Plan Feedback (bring draft to class)	
10/18	Language Development	Children's language: Learning words from experience Caregivers' talk to children
10/25	Mathematics	Math milestones What counts in learning to count?
11/1	Pre-Literacy Skills	Essentials of early literacy instruction
11/8	Discussion with Teachers: Personalities & Individual Differences	The shy child Guiding young children's understanding and management of anger
11/15	Group Presentations: Self Concept; Peer Relations	
11/20	Group Presentations: Gender Concepts; Community & Culture	
11/29	Group Presentations: Preschool Science; Time Concepts	
12/6	Group Presentations: Art and Creativity	

**You will continue with your assigned fieldwork schedule through the last day of classes, December 12.**

**Academic Integrity.** I will enforce the University's regulations on academic integrity. Be aware of the regulations and potential consequences: [Academic Integrity at Rutgers](#)

**If things go horribly wrong in this course, other courses, or your life,** Rutgers has resources to help. The faculty and staff want you to thrive and to succeed academically and socially. Ask for help as soon as you realize there is a problem. Contact your Dean of Students and/or contact student-wellness services.

- **Counseling, ADAP & Psychiatric Services (CAPS)** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/). A University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Violence Prevention & Victim Assistance (VPVA)** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / <http://www.vpva.rutgers.edu/>. Provides confidential crisis intervention counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Scarlet Listeners** (732) 247-5555 / <http://www.scarletlisteners.com/>. Free, confidential peer counseling and referral hotline, providing a comforting and supportive safe space.